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Fall 2016

PUBH 4134 – Research Methods and Evaluation

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 4134 – Research Methods and Evaluation (CRN 88249)
Fall 2016

<u>Instructor:</u>	Helen Bland, PhD
<u>Office:</u>	Hendricks Hall 1024
<u>Phone:</u>	912.478.5137
<u>E-Mail Address:</u>	hwbland@georgiasouthern.edu
<u>Office Hours:</u>	Wednesday 9:00-1:00 and by appointment
<u>Class Meets:</u>	Tuesday/Thursday 11:00am-12:15pm - College of Education 1123

Graduate Assistant: Sandi Mills; sm05695@georgiasouthern.edu

Prerequisites: PUBH2130 or Permission of Instructor

Catalog Description: This course introduces the student to research methods used in health education and promotion. In addition, this course examines the rationale and procedure to evaluate health education/promotion programs. The course focuses on several topics including: research design, methods of program evaluation, planning research and evaluation, the politics and ethics of evaluation, measurement, sampling logistics, data analysis, and the development, in conjunction with Program Planning I (PUBH 4132), of a student project. 3 credits (3-0-3).

Required Textbook3:

Jacobsen, K. H. (2012). Introduction to Health Research Methods: A Practical Guide. Jones and Bartlett Publications: Sudbury, MA. ISBN 13:978-0-7637-8334-1

McKenzie, Neiger & Thackeray. (2013). Planning, Implementing & Evaluating Health Promotion Programs: A Primer, Pearson Publications: Boston, MA. ISBN 0-321-78850-8.

Additional Required Resources:

Non-Programmable Calculator, preferably up to 10 digits

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.
 - a. Communicating a clearly defined purpose,
 - b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems,
 - c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information,
 - d. Organizing ideas and information consistent with the purpose,
 - e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders, and
 - f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style).

BSPH Competencies:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education.

Course Learning Objectives and Activities:

1. The student will be able to explain the purpose and importance of program research and evaluation (SLO 2, 3B, 3F).
2. The student will be able to identify the appropriate use of various research and evaluation methods in relation to the health promotion setting (SLO 3A, 3B, 3C, 3E).
3. The student will be able to develop a research or evaluation plan through the process of a) facilitating administration of the test and activities specified in the plan; b) understanding data collection methods appropriate to the objectives; and c) analyzing avulsion data (SLO 1,2,3A-F).
4. The student will be able to interpret the results of a research project or program evaluation (SLO 3C, 3E).
5. The student will be able to infer implications from the findings for future program planning through a) exploring possible explanations for important research or evaluation findings, and b) recommending strategies for implementing results of evaluation (SLO 3C, 3D, 3E, 3F).

Instructional Methods

Information will be presented in the classroom, through the required readings, and through written & oral assignments. Class meetings will be a combination of lecture, class discussion, group activities, videos, guest speakers and student presentations. The instructor will not attempt to cover all of the assigned reading; however, students will be responsible for all assigned material. If you miss a class, you are responsible to contact a fellow student to get what you have missed.

Grading:

Exams (2)	80 pts. Each	160
Final Exam		80
Quizzes(6 –drop lowest) 10pts@		50
Research Activities		135

TOTAL POINTS: 435

Grades:

391-435 pts.	90-100%	A
348-390 pts.	80-89%	B
304-347 pts.	70-79%	C
261-303 pts.	60-69%	D
0-260 pts.	0-59%	F

Assignments:

1. **Exams.** There will be two exams, each is worth 80 points. Scantron Form 885 (big blue one) is used for each exam (160 total points).
2. **Final Examination.** The final exam will be given Thursday, Dec. 8th from 10:00am-12:00noon. This exam is noncumulative and worth 80 points. The final can not be taken early or later. If this date and time will not work for you, please consider dropping this class. 80 points.
3. **Quizzes.** 6 quizzes will be given over the course of the semester, the lowest quiz grade will be dropped. These quizzes will be on the readings that were assigned for that day. In order to successfully complete these exams, you must have read the material prior to taking them. Quizzes will be offered during the first 5 minutes of class on the date assigned. No make-up quizzes will be given, barring death or major hospitalization. 50 points.
4. **Research Activities.** You will work in assigned groups. Groups of 3 - 5 will complete 10 research activities. Some of these activities will be completed independently. Guidelines and deadlines for the research activities are to be adhered to. Deadlines are to be met. You may not go on to the next research activity until you have completed the previous one. Students who do not successfully complete the research activity will receive an "F" for the course, no matter how many other points they accumulate. 135 points.
5. **Bonus Points.** Bonus points will be available throughout the semester. Be on the watch for them!

Course Policies:

1. There will be no make up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. Exams require a Scantron Form 885. All exams are multiple choice, true/false, fill-in-the-blank, matching, computations and essays.
2. No make up tests are given except for **an university excused absence with full documentation.** **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test. Tests must be taken within 3 days of the regularly scheduled exam. Make-up exams will have a different format from original exams – they will be primarily made up of essays, computations, and fill-in-the-blank, as well as other type questions.
3. The final exam is mandatory (non-cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
4. **All assignments** must be typed.
5. All assignments must be given to the professor directly or submitted online, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Late work assignments are not accepted, please submit all assignments via Folio or in-class, as instructed in the syllabus. Assignments are mostly due online on Tuesdays at 10:59am or as you walk into class. I will ONLY accept assignments submitted **in .doc or .docx formats**. Any other type of submissions will not be opened and receive automatic “0” points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive “0” points.
7. Please consult the STUDENT CONDUCT CODE 2016-17 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU’s Judicial Board, be assigned a “0” for the assignment, and an “F” for the course. This will be discussed in further in depth at the end of this syllabus.
8. Last day to withdraw from class without academic penalty is Monday, Oct. 10th. Students who stop attending class without officially withdrawing from the class will receive a final grade of “F”.
9. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
10. By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.
11. The College of Education Building follows a no eating/no drinking” policy in all its classrooms. Please follow this policy. If you need to eat in class, please bring enough to share! Please understand the eating policy – some food smells to you that are good – are not pleasant to others. The noise is disruptive – paper/packaging and chewing. For those who missed breakfast/lunch – the eating is distracting. If you need to eat – please do it outside the classroom before or after class. I don’t care if you bring a beverage to class.
12. At 11:03am each day, the door to the classroom will be shut. If you arrive after that, you will not be allowed to enter the room. The disturbance to the course is too great. If you disturb the class by knocking on the door and trying to enter the classroom, your final grade will be lowered by a letter grade. Do not drop your personal items in the class and then leave the classroom, you will not be allowed to re-enter until after the class is completed. Once in the class, please remain in the class. I do not allow students to go in and out of the classroom. If you have a medical reason that you might need the restroom, please let me know and sit in the row nearest the door.
13. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
14. If you are receiving services from the Student Disability Resource Center (SDRC) please come and see me, as soon as possible, to schedule an appointment to present me with an accommodation letter and let me know anyway that I can help in your success.

15. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
16. Students are expected to have a calculator during all class periods. The instructor will not provide calculators during class or exam periods. **Sharing calculators is not permitted during an exam.**
17. Student seating will be randomized during testing periods.
18. During testing periods, students are only allowed to bring a pencil, scantron, and non-programmable calculator (if necessary) to the seating area. Book bags and cell phones (turned off) must be left in the front of the classroom.
19. If you need to contact me, please use hwbland@georgiasouthern.edu . Please give me 48 hours to respond to emails, not including weekends. If I have not responded in 48 hours, please resend the email.
20. Cell phone policy: OFF and OFF. Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or bookbag) at all times during all classes. If you cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you could be asked to leave the class and will lose 15 points from your total grade every time this happens. In case of an emergency, please notify me prior to class.
21. Open Door/ Closed Door Office Policy: **My door is always open, unless it is closed.** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, Or e-mail me at anytime.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4132), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

90% of success is showing up

(Woody Allen, 2007)

Course Etiquette

E-mail and Folio

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the hwbland@georgiasouthern.edu email address or you may use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. I will usually respond to you sooner than that! I usually do not read emails after 5:00pm.

If you have a questions or an issue and I am not available – go to **Halltalk Discussion** in this course in Folio and post the question to another student, they can help you! The Graduate Assistant, Sandi Mills, is always willing to help as well.

To write a **professional** email, follow the instructions under Professional Disposition section. Please be careful of nick names that you have associated with the person because they might show up that way!

Some assignments are posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browsers will work. Students struggle with my absolutely “no late” assignment policy and assignments not being accepted via email or attachments on emails. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something. You can always wake up the next morning and clean it up and resubmit by 10:59am. Something is better than nothing. Your goal should be no “goose eggs” this semester!

Weather and Internet Outages – Weather and Internet outages are not accepted as an excuse for late papers or unsubmitted papers. The dropbox and all assignments are posted by the second week of class. You have ALL SEMESTER to turn them in. If you wait until the last moment and weather strikes or you have an internet outage – this is not excused and you will receive “0” points on the assignment.

Creating a Positive Environment for Learning:

Civility Statement for PUBH 4134:

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to leave the class and meet with the student one-on-one prior to the next classroom meeting. *(Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO)*

Georgia Southern Student Handbook (p.5.) defines “(6) “Classroom Disruption” as “any classroom behavior that interferes with the instructor’s ability to conduct class or the ability of other students to learn”. Respect requires that when one person is talking, others remains quiet and listen. Cross-talking is disruptive. In this

class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let's see how we can help each other with this.



Coping with Disruptive Students

Do Not Fight a Battle

- Accept that dealing with disruptive students is no fun
- Assume student doesn't know how much behavior impacts you/class
- Have a vision of success for the student

Then . . .

- Make an appointment with student
- Explain how his/her actions affects you/class
- Listen actively to his/her point-of-view
- Jointly look for ways to prevent problem from happening again
- Offer help—prearranged signal or referral
- **File a report** with the [Dean of Student](#)

Kerry Greenstein

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Academic Integrity

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously; these include plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office. Please know that these violations can be made by any person and can be made anonymously. Please understand at that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off- campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."

(Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

What is ACADEMIC DISHONESTY ? (As defined by the Georgia Southern Student Handbook):

Cheating-	collaborating with others on assignments without the faculty's consent
Cheating-	cooperating with and/or helping another student to cheat
Cheating-	demonstrating any other forms of dishonest behavior
Cheating-	fabricating information, research, and/or results
Cheating-	obtaining and/or using unauthorized materials
Cheating-	submitting material that is not yours as part of your course performance
Cheating-	using information or devices that are not allowed by the faculty
Cheating-	violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement
Plagiarism-	directly quoting the words of others without using quotation marks or indented format
Plagiarism-	paraphrasing materials or ideas without identifying the source
Plagiarism-	purchase and/or use of unauthorized material
Plagiarism-	using sources of information (published or unpublished) without identifying them

New to the Student Conduct Code:

Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

Originality Checker

All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbage that you copied off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 55% or more listed by the originality checker – gets an automatic "0" points and I will not grade it. Repeated instances will be reported to Georgia Southern University's Judicial Board.

Academic Misconduct

As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.

Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2015-2016*.

Policies and Procedures:

- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*
- *Special Needs: If you have a special need (a physical or learning disability) that requires special assistance, please let me know as soon as possible, and in no case later than the second week of classes. I'll work with the SDRC (Student Disability Resource Center) to meet your needs.*

PUBH 4134: Research Methods and Evaluation

Tentative Course Schedule* Fall Semester 2016

Dates	Topic/Assignment	Readings
Week One 8/16, 8/18	8/16 Syllabus Overview, Introductions, Expectations	
	8/18 Evaluation: An Overview	Chap 13:HPP Textbook
Week Two 8/23, <u>8/25</u>	8/23 Step 1: Identifying a Study Question Chapter 1 Purpose and Process of Health <u>Tuesday Due Online 10:59am: CITI Certificate</u>	Chapter 1
	8/25 Chapter 2: Selecting a General Topic CDC's ROAD TO HEALTH TOOLKIT Chapter 4: Focusing the Research Question	Chapters 2, 4
Week Three 8/30, 9/1	8/30 Chapter 5: Measurement, Measures, Measurement Instruments	Chap 5: HPP Textbook
	9/1 Types of Measures <u>Thursday Quiz 1: Chapter 5 (HPP Textbook)</u> <u>Discussion of Similar Instrument Assignment</u>	Supplementary Info
Week Four 9/6, 9/8	9/6 Evaluation Approaches & Designs	Chap 14:HPP Textbook
	Step 2: Selecting a Study Approach 9/8 <u>No Class – Folio Assignment</u> <u>Due Online 12:15pm: Research Topics from ROAD TO HEALTH Groups</u>	
Week Five 9/13, 9/15	9/13 Overview of Study Approaches Cross-Sectional Surveys, Case-Control Studies <u>Tuesday Due In-Class: Project: Similar Instruments Due</u>	Chap 6 Chaps. 10-11
	9/15 Cohort Studies & Go Over Rough Draft Expectations <u>Thursday Quiz 2: Chapters 11-12</u> (Go over Rough Draft Expectations)	Chap. 12
Week Six 9/20, 9/22	9/20 Experimental Studies <u>Tuesday: In-Class: Rough Draft Instrument Due</u>	Chap. 13
	9/22 <u>Exam #1 Tuesday 2/18: Chapter 5, 13, 14 (HPP Textbook) and Chapters 1,2 4, 6, 10-13 (Jacobsen)</u>	
Week Seven 9/27, 9/29	9/27 Qualitative Studies <u>Tuesday: Final Instrument Due – via Folio by 10:59am</u>	Chap 14
	9/29 Primary Studies: Selecting a Sample, Estimating Sample Size <u>Thursday Quiz 3: Chapters 16-17</u>	Chaps 16-17
Week Eight 10/4 & <u>10/6</u>	Step 3: Designing the Study and Collecting the Data 10/4 <u>MANDATORY COMPUTER LAB DAY: During Class Period</u>	
	<u>10/6</u> Secondary Studies: Existing Data Sets, Ethical Review & Approval	Chaps 22,,23

Dates	Topic/Assignment	Readings
Week Nine 10/11 & 10/13	Data Analysis 10/11 MANDATORY COMPUTER LAB DAY: During Class Period You must show up with your group. Meet in COE 3165	
	10/13 Chapters 18-20 Primary Studies: Developing a Questionnaire, Surveys and Interviews, Additional Assessments	Chaps 18-20
Week Ten 10/18_& 10/20	10/18 NO Class – Work on Data Analysis Notebooks	
	10/20 Chapters 21-22: Ethical Considerations Thursday Quiz 4: Chapters 21 Thursday: In-Class: Project: Data Analysis Due	Chaps 21
Week Eleven <u>10/25, 10/27</u>	10/25 Exam #2: Chapters 14, 16-23	
	Step 4: Analyzing Data 10/27 Chapter 25: Data Management Chapter 26: Descriptive Statistics	Chap 25 Chap 26
Week Twelve 11/1, 11/3	11/1 Chapter 27 Comparative Statistics Tuesday In-Class: Tables Rough Draft Due	Chap 27
	11/3 Chapters 28: Advanced Statistics Thursday Quiz 5: Chapter 26 & 27	Chap 28
Week Thirteen 11/8 & <u>11/10</u>	Step 5 Reporting Findings 11/8 Chapters 29 – 30: Article Structure, Citing Tuesday In-Class: Tables 1-4 Due before class 10:59am	Chaps 29-30
	11/10 Chapters 31, 33: Writing Strategies, Posters and Presentations Thursday Quiz 6: Chapters 31, 33	Chaps 31, 33
Week Fourteen 11/15 & 11/17	Tuesday and Thursday: NO CLASS BUT MANDATORY ATTENDANCE AT PUBH 4132: PP 1(12:30 – 1:45pm)	
Week Fifteen 11/29 & 12/1	11/29 Selecting Target Journals; Why Publish? Tuesday In-Class Due: 3-Ring Binder Due	Chaps 34, 36
	12/1 Review For Final	
Thursday 12/8	10:00am-12:00 noon Final Exam: Chapters 25-30, 31, 33, 34, 36	

*This syllabus, including the calendar, is subject to modification if time constraints, student needs, or instructor needs warrant changes. It is your responsibility to remain apprised of any changes to the syllabus and to successfully complete the requirements of this course.

Name: _____

PUBH 4134: Research Methods and Evaluation

Grading Sheet

Fall Semester 2016

Assignment	Possible Points	Points Earned
Exams #1	80	_____
Exam #2	80	_____
Final Exam	80	_____
Quizzes (50 pts – drop lowest)		
Quiz 1	10	_____
Quiz 2	10	_____
Quiz 3	10	_____
Quiz 4	10	_____
Quiz 5	10	_____
Quiz 6		
Research Project (145 total pts)		
Research Topic	5	_____
CITI IRB Certification	15	_____
Similar Instruments	20	_____
Rough Draft Instrument	15	_____
Final Instrument	15	_____
Data Collection	10	_____
Data Analysis	20	_____
Tables (Rough Draft)	15	_____
Tables 1- 4 Submission	20	_____
3-Ring Binder Check	10	_____
TOTAL POINTS:	435	_____

Grades:

391-435 pts.	90-100%	A
348-390 pts.	80-89%	B
304-347 pts.	70-79%	C
261-303 pts.	60-69%	D
0-260 pts.	0-59%	F

Bonus Points:

Day	Event	Points
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____